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ABSTRACT

The Asian Newcomer Parent Program (ANPP), an experimental project initiated by the Education Center for Chinese (ECC) in 1971, was intended to provide newly immigrated parents some of the same opportunities as their children to learn English, to understand American mores and lifestyles, and to transcend some of the cultural and communication barriers within the family unit. Two major project goals of the project were to develop curriculum and instructional materials and to establish a model English language and community orientation program. The first-year report outlines five specific program goals and corresponding objectives: (1) to provide comprehensive counseling services; (2) to provide immediately useful English to newly immigrated families; (3) to institute unique teaching methods for mini-units; (4) to disseminate program information and materials; and (5) to provide evaluation of the program. Also included are: program data, an English as a second language (ESL) placement test, a shopping questionnaire, Chinese language testing materials, program evaluation documents, sample forms, and mini-course descriptions. (MW)

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End of the First Year Report 1971-1972

of

Asian Newcomer Parent Program

Sponsored By

Education Center for Chinese

Office of Education Grant No. OEG-0-71-4481 (324)

Adult Education Act Section 309

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Asian Newcomer Parent Program
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THE ASIAN NEWCOMER PARENT PROGRAM

BACKGROUND

In 1967, a group of concerned members of the community and the school district met together to consider the critical and mounting educational needs of the increasing numbers of Asian newcomers arriving in San Francisco. The Education Center for Chinese (ECC) was born out of their collective concerns. The organization was conceived to provide an instrument of leadership and focus and to provide the meeting ground of broad and diverse community sharing of concern in the needs of residents who must acquire the usage of the English language to survive and function in the mainstream of American society. After generations of often ineffective, fragmented and duplicated efforts by many, the ECC has formed a joint partnership between the community and the public institutions to develop and coordinate the educational resources that would serve the severe and heretofore unmet needs of Asian families as they arrive to make a new life in this community.

One of the first efforts of the ECC was to encourage the San Francisco Unified School District to establish the Chinese Education Center (CEC) in 1969, for elementary school aged children. This receiving center is now screening 300 - 400 children and maintaining classes for 150 - 200 immigrant children annually. Then, in the fall of 1971, the ECC was awarded a grant from HEW Adult Education Act (Section 309 (b) Title IV, P.L. 91 - 230) to initiate the Asian Newcomer Parent Program (ANPP) for the newly immigrated parents whose children would be attending a similar program at the Chinese Education Center. Thus, both parents and children would have the opportunity to learn English, to understand American mores and lifestyles, and to transcend some of the cultural and communication barriers within the family unit.

THE ASIAN NEWCOMER PARENT PROGRAM

The program began operation on November 15, 1972 after a month of planning and meetings with prospective participants and other community people. The two major goals of the project were to develop curriculum and materials and to establish a model English language and community orientation program. The

project is also a cooperative effort of the various educational agencies. The ANPP is located at Hancock School which is a public elementary school in the district. Two of the program's teachers were provided through the Community College District from Pacific Heights Adult School. Finally, various educators and community leaders are members of the technical advisory committee.

In the development of the program, the curriculum writing team considered the need for flexibility, the flexibility to accommodate different language levels, to allow scheduling attendance according to free time and specific subject interests. But the unique feature of this project was the development of the curriculum in a Mini-Unit format. These Mini-Units deal with the various aspects of community life with which the newcomer must come to groups in order to do more than merely survive in his new country. The basic design of the Mini-Units was not new but the topical approach in a systematic and sequential manner was. For example, the topic area of shopping was delineated into separate semantical categories such as clothing, food, houseware and hardware. With expressed need, general use and frequency as the guidelines, lessons were developed, incorporating basic structures and keeping transference and utility in mind. After ascertaining priorities from prospective parent participants, the following Mini-Units were developed and presented in the following order:

1. Personal Information
2. Public Transportation
3. Telephone
4. Shopping
5. Housing
6. Post Office
7. Banking
8. Employment
9. Health
10. School

Cultural/calendar events were presented and celebrated as they occurred, and information and discussion of community resources were interspersed throughout the year.

The presentation methods were based on audio-lingual methods and sequentially approached through listening, speaking, reading, and writing. Many other classroom techniques were utilized such as dialogues, role playing, pantomime, realia, flash cards, overhead transparencies, magnetic board, and hand-outs. Machines, such as the audio-flash card reader, were used to encourage

individual and small group work. Frequent field experiences were made to familiarize parents with local resources and to provide on site learning.

Each group is exposed to and has input from the total ANPP team of coordinators, teachers and associate professionals. The participants hear many "styles" of English and react with a number of English speakers each day. Moreover, they do not just passively listen and repeat phrases, but have the opportunity to choose and direct the activities of their own group.

PROGRESS AND PROGNOSIS

The staff is generally satisfied with the progress of the first year of operation. The project will be evaluated independently, but it is already obvious that the program has been meaningful to the parents who attended this year. Many of them have pleaded with the staff to allow them to return for another year even though they understand that the curriculum will be essentially the same as last year. They also have told the staff that the English they have learned is useful and practical and how comfortable they feel at ANPP. The parents showed their appreciation for the program this year by planning a festive luncheon and a dinner party at the end of the school year and by wanting to present a plaque to be placed in the classroom that would express their gratitude and contain all their signatures.

As the program continues into the second year, it looks forward to serving a larger number of parents. In order to deal with the increased enrollment, to individualize the format, to allow more choice and to adjust to participants entering at different times, the Mini-Units will be modified into two-cycle units (see Appendix).

Throughout the planning and development of this curriculum, the ANPP staff is considering the possible adoption of it by other groups, especially the San Francisco Community College District Adult ESL classes, and will continue to seek suggestions and guidance from the outside community. In this respect, the project has adopted the ESL Master Plan Committee recommendations for Level 100 as guidelines. Other steps taken toward this goal are initial conversations by ECC personnel with the College District, on the staff level, teachers have been invited to visit and view the materials.

The following report was written by the ANPP staff to describe progress toward and followed by prognosis of the objectives that were set forth in the project proposal. It includes sections on the development of curriculum, the teaching methodologies, participant counseling, evaluation of progress and dissemination.

The ANPP staff wishes to give special thanks to the following for their cooperation and help: to Misses Rosemary Chan and Claudia Jeung and the Chinese Education Center staff, to Mr. Ernest P. Parducci, principal of Hancock School and his staff, and to our consultants, Dr. Daniel Glicksberg, Dr. Michael H. Kittredge and Dr. John Lum.

ANPP Staff

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GOALS AND OBJECTIVES OF THE ASIAN NEWCOMER PARENT PROGRAM

A. GOAL - TO PROVIDE PRE, ONGOING, TERMINAL, AND POST PROGRAM COUNSELING SERVICES

1. Objective - to screen participants for background information

   a. progress - 106 prospective participants were registered throughout the year and base line data on each was gathered (see Appendix). A routing system for each new parent's file was established to assure staff familiarity with each new participant.

   b. prognosis- 175 parents are anticipated enrolling for next year's instructional program. The program and its community based materials have gained popularity, mostly by "word of mouth" (see Appendix). Base line data will be kept in a monthly bulletin form. Any significant change that would affect instruction will be noted and action taken.

2. Objective - to discuss with participants the goals of the program in relation to their personal goals

   a. progress - Each enrolling participant was given a printed description of the program plus a schedule that included a list of some of the program's expectations from each parent learner.

   b. prognosis- This practice will be continued and expanded through the ongoing counseling sessions. This will insure understanding by the parents of the program's goals and understanding of the parents' goals by the staff.

3. Objective - to make recommendations to the participants as to which Mini-Unit or other program best suits their needs

   a. progress - All prospective participants were tested on the Los Angeles City School's 10 Question Oral Placement Test. If the English level was 3 or below, they were assigned to a Mini-Unit within

the Asian Newcomer Parent Program. Participants scoring 4 or above were referred to other programs/organizations (see Appendix).

b. prognosis- Donna Ilyin's Oral Placement Test will be given along with a pre-program test (to be selected) and a post-program placement test. The post-test will provide the data for placement in the Community College ESL programs.

4. Objective - to provide certain direct services

a. progress - The staff provided services needed by non-English speakers in family related areas. The services included:

1) interpreting for Parent-Teacher Conferences
2) translating school bulletins in English for parents and translating bulletins into Chinese for the school
3) making phone calls for parents to various English speaking agencies and medical facilities
4) investigating various resources for parents such as tutoring and summer activities for children
5) writing letters to mail-order firms to stop unwanted services, etc.

b. prognosis- Services that were provided this year will be continued with the objective of advocating and obtaining a commitment from the schools/organizations to incorporate these services into their regular operation.

5. Objective - to make referrals to other Health, Education, and Community Social/Welfare agencies

a. progress - 76 referrals were made during this year's operation. Initial referrals were made to Chinese Newcomers Service Center (a referral agency itself) for each participant.

Other agencies most often used were:
1) Community College ESL programs
2) Chinatown North Beach English Language Center

3) North East Medical Services
4) North East Health Center
5) Human Resources Development
6) Chinatown Legal Assistance

b. prognosis- This practice will be continued and expanded where and when the need arises. Follow-up contacts with both parents and agencies will be made to insure that services are adequately handled.

6. Objective - to provide post-program counseling to each participant

a. progress - Each parent was interviewed by the Community Coordinator toward the end of the program to determine their future plans. The following topics were discussed:
1) parents' plans for continuing ESL during the summer and in the fall
2) children's plans for the summer
3) informal evaluation of program and own progress

The teachers to whose classes the parents will go next year were contacted and invited to come and review the materials' scope and content.

b. prognosis- Staff will confer with the receiving teachers to determine if the Asian Newcomer Parent Program's materials had prepared participants for ESL Level 200.

B. GOAL - TO PROVIDE IMMEDIATELY USEFUL ENGLISH TO NEWLY IMMIGRATED FAMILIES

1. Objective - to construct a sequential curriculum for the Mini-Units consisting of basic English structures and using the community as the media

a. progress - An initial curriculum has been constructed, with basic English structures selected for inclusion in the Mini-Units. The structures which best fit a semantical category and situation were written into a Mini-Unit on that topic. For example, the unit on transportation lent itself very well to question formations, especially with the question words, where, how, what, when, etc.

The sequence of the curriculum was not fixed, (i.e., present tense was not always introduced first). In some situations only the past tense was necessary for production. A free response question such as, "What did you do on Saturday?", would be asked to allow informal practice in English. The new verbs introduced would not be drilled first in present tense.

b. prognosis- The sequencing will be further modified to fit the new two cycle curriculum (see Appendix). The first cycle will not contain as much, structure wise, as the second. Also, the curriculum to be sequenced will be modified to a closer approximation of the San Francisco ESL Master Plan Committee's recommended structures for Level 100 in 600 Level system. Since the aim is the adoption of the materials and demonstration model by the on-going program, this is seen as facilitating that adoption.

2. Objective - to construct Mini-Units relevant to community life

a. progress - 10 Mini-Units have been constructed. The contents are both structurally and informationally useful. Semantical categories were polled and ranked by the prospective participants as to immediate needs. These broad topic areas were then broken down into two main divisions:

1) what was to be taught through ESL and
2) what information was to be imparted through staff explanations or guest speakers using the participants' native language

Staff pooled resources and developed the Mini-Units (see C1 below). The titles were:

1) Personal Information
2) Transportation
3) Telephone
4) Shopping
5) Housing
6) Post Office
7) Banking
8) Employment
9) Health
10) School

Two additional units of cultural/calendar events and community resources were developed and interspersed throughout the year. They did not conform to Mini-Unit format in that they had to occur according to time.

b. prognosis- The Mini-Units will be revised in light of the field testing they received this year. They will also be modified to fit the new two cycle format.

3. Objective - to construct field experience packages

a. progress - 15 field experience packages (pre, during, and post-activities) to enrich and reinforce language learning in a real context, have been developed and used at least once in each Mini-Unit. Before actually going on a field experience, participants were prepared visually and aurally so that "natural" speech could take place in the actual setting. During the visit, the parents were asked questions and encouraged to ask clerks and others questions. As a follow-up activity, the parents constructed a paragraph or two describing the field experience. The following field excursions took place:

1) Greyhound Bus Depot
2) Cable Car Barn
3) Launderette
4) Pay telephone booth
5) Community banks
6) Post Office
7) Knowland State Park
8) City of Paris (Department Store) Christmas Display
9) Safeway and Mayfair (Supermarkets)
10) Dept. of Human Resources Development
11) Local schools' open house activities
12) Income Tax lecture
13) Ghiradelli Square (Shopping Mall Plaza)
14) Easter egg hunt
15) C.E.C. Chinese New Year Parade

b. prognosis- More field experiences are being planned for next year including the hospital, the police station, and the fire department. With the newly arrived video tape equipment, a pre-visit and during-visit recording will be made that can be seen by any one at any time and still get most of the benefits of the field experience. It is recognized that no amount

of in-class practice will supplant the "live world" practice. At the beginning level, however, these field experiences act as an introduction to the use of English in everyday situations.

4. Objective - to construct cultural notes (Chinese-English) affecting the learning of English

   a. progress - A list of the teachers' and associate professionals' observations of the parents' reactions to and opinions of this year's materials has been recorded. This list is being used to construct the handbook which will accompany the materials.

      The "Bridging the Asian Gap" program in Los Angeles is constructing in depth notes on Asian students in general. We will not duplicate this action. Instead we will be concentrating on the cultural interferences/sides in the topic matters of the Mini-Units.

   b. prognosis- With the additional input from next year's operation, the complete cultural notes will be put into the handbook.

5. Objective - to construct a vehicle for participant evaluation of Mini-Units

   a. progress - Ten evaluation sheets have been developed and used to correspond with the ten Mini-Units. Feedback has been gathered from the parents by informal discussions with the Associate Professionals and/or evaluation sheets which allowed ranking checking opinions relevant or open-ended comments on each Mini-Units (see Appendix). The results were tabulated and distributed to the staff.

   b. prognosis- The evaluations will be modified to accomodate the two cycle format of next year. Also, the evaluations will be extended to include feedback about the English language structural difficulty encountered in the Mini-Units.

6. Objective - to evaluate the student's progress

   a. progress - Behavioral objectives have been written which allow the instructor to observe the parent performing the desired English language behavior. A check list for each Mini-Unit has been prepared. A pre-test for each segment within the Mini-Units allowed the parents to preview the material to be learned and allowed the teacher to assess the already learned knowledge of the group on that topic. The pre-test items that are not known at the beginning of the Mini-Units are checked off as the unit progresses. Each parent keeps a record of his progress in his notebook. Some performances were recorded on audio tape, i.e., calling information (411) for the phone numbers of the various community social/welfare service agencies.

   b. prognosis- More systematic and reliable instruments will be designed to fit the two-cycle format. The recording of language performances will be extended to include audio and video tape and will be viewed by the parents for self-diagnosis. A staff workshop will be planned with a consultant in order to reach a group concensus on the form the evaluation instrument will take. This will be done early in the year to allow for necessary revisions.

C. GOAL - TO INSTITUTE UNIQUE TEACHING METHODS FOR MINI-UNITS

1. Objective - to develop a team approach for constructing the methods and materials of the Mini-Units

   a. progress - The team approach consisting of both parents and staff has been developed. The topics for the Mini-Units came from a survey given to the parents at a general meeting held before the instructional program began. The parents also chose the order of presentation at that time. From that list and order of topics, the staff met together and planned the Mini-Units. The format for planning

was fairly consistent. The first step involved a brain-storming session with the staff simply pooling all items, information, etc., that they felt should be under that general semantical category, i.e., transportation. After the gathering process ended, the situations that could (in the staff's opinion) be handled in that Mini-Unit were then divided into:

1) information to be imparted in the native language by discussions, etc., and
2) information that can be worked into Level 100 (on a 100-600 scale) structures for English instruction and practice.

Ideas for presentations, supportive audio visual aids and related activities were discussed along with possible field experiences that would benefit the parents' competency in that topical area. The community was used as a resource for information when needed. The team approach enabled the staff to share methodologies and techniques and to work on new devices. The staff members attended local in-service workshops and reported to the group at the regular meetings. The outcome of these meetings will be included in the handbook.

b. prognosis- The team approach will be utilized again. With the corpus already laid down, the staff will continue to work together on refining the topic matter of the Mini-Units and providing the cultural reactions noted. The curriculum writer will be putting the Mini-Units into the new format and gathering the feedback from the classes.

The staff will continue to meet together on Fridays to evaluate the week's lesson and plan next week's activities. Also workshops which the staff feels would benefit the teacher's handbook will be worked out with the consultant. From these workshops will emerge alternative approaches for experimentation in the following week's lessons, i.e., reading approaches.

1) concurrently with oral work
2) immediately following each segment, or
3) at the end of all the oral work, etc.

We will also be video taping some of the techniques used by other teachers for staff viewing and possible adaptations to our materials.

2. Objective - to establish regular meetings with the staff of Chinese Education Center to complete the family approach

   a. progress - ANPP staff attended CEC staff meetings to:
      1) coordinated ANPP curriculum with that of CEC
      2) to plan joint observation and celebration of cultural/calendar events

   b. prognosis- There will be a greater effort to plan joint activities and projects that will promote joint parent-child participations:
      1) i.e., Dental health program with visits from Public Health dental hygenist and dental health poster contest
      2) more family field experiences on weekends
      3) more hand-outs for parents to take home that will involve their children's participation

D. GOAL - TO DISSEMINATE INFORMATION/MATERIALS DEVELOPED BY THE ANPP

1. Objective - to compile a mailing list of interested persons/organizations to receive copies of the materials

   a. progress - A list of 50 persons/organizations requesting materials has been compiled to date.

   b. prognosis- As more requests are received, the names will be added to the list. An evaluation check list will accompany each examination set.

2. Objective - to make formal presentations of the ANPP and its materials

   a. progress - Initial presentations have been made via the following media:
      1) Catesol, Nov. 1971, San Diego - panel discussion
      2) Visit to Chinatown Planning Council, Dec. 1971

3) ABE/ESL Summer Institute (San Francisco State) follow-up session in Los Angeles, Jan. 1972 - presentation with question and answer period
4) The Association of Chinese Teachers, Jan. 1972 - presentation
5) Chinatown North Beach Education Committee Feb. 1972 - presentation
6) ABE/ESL Summer Institute (San Francisco State) follow-up session in San Francisco, Feb. 1972 - presentation
7) Catesol, San Francisco, California, March 1972 - video tape presentation
8) San Francisco Community College ESL Master Plan Committee workshop, May 1972 - video tape presentation and workshop, panel discussion
9) R.F.D. participation in workshop for Region IX, San Francisco

From these presentations, a mailing list (see above) has been compiled.

Membership in the National Association for Public School Adult Education has been attained. Also the National Multi-Media Center for Adult Basic Education is being subscribed to and an abstracts file kept for reference. Any materials developed will be sent to and listed with them.

b. prognosis- More presentations are planned for this coming year's operation. A technical advisory committee will be formed which will include personnel from San Francisco Community College District. The objective of this committee will be to make recommendations for adoption of the successful aspects of the program and its materials into the ongoing ABE/ESL program. The staff will participate in as many workshops etc., as possible in order to exchange ideas, materials, and techniques. Membership in T.E.S.O.L. will be initiated next year and a presentation at its annual conference will be planned.

E. GOAL - TO PROVIDE EVALUATION OF THE PROGRAM

1. Objective - to provide an independent evaluation of program effectiveness

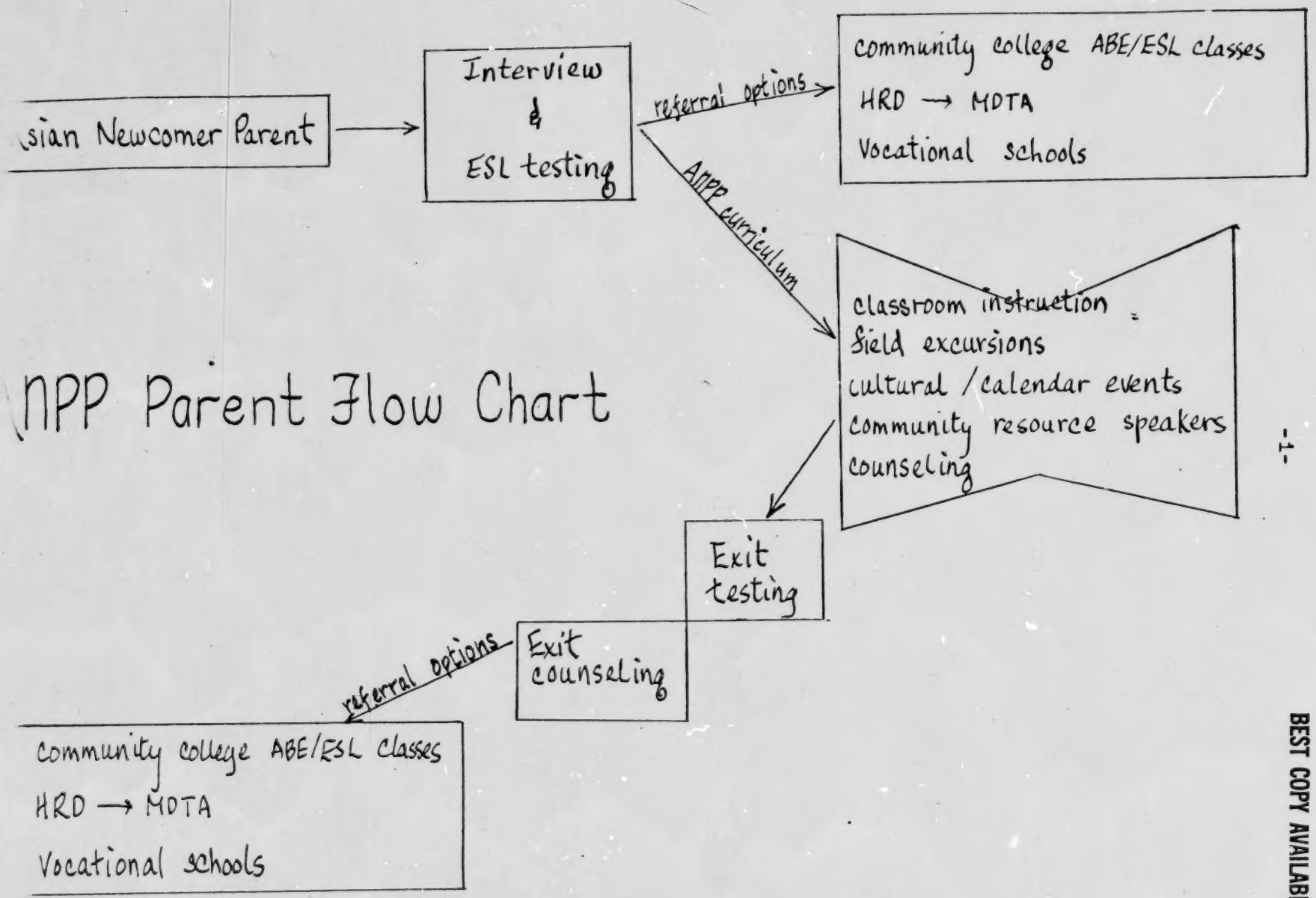
a. progress - Dr. John Lum has completed an evaluation plan (see Appendix). The plan concentrates on the consumers of the program and materials (the parents) and their reception and use of them. The first year has been reviewed and a copy of Dr. Lum's observations are included in the Appendix.

b. prognosis- The plan will be carried out. A final report including samples of all instruments developed/ used will be sent to the Office of Education. A copy will accompany the project's final report.

2. Objective - to establish a mechanism for on-going participant evaluation of the program

a. progress - A Parents Advisory Committee (P.A.C.) has been established. The P.A.C. formation was a valuable learning experience in itself, but it also provided staff with direct feedback from the informal meetings. Each group selected members to represent them. These representatives met together and reported back to the groups. The largest event of a total family nature (the end of the program picnic) was planned entirely by the P.A.C. This event utilized the transportation, telephone, and food vocabularies/ concepts that had been learned throughout the year.

b. prognosis- this valuable learning experience (the elective process, etc.) will be repeated with the new participants.



NPP Parent Flow Chart

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PROGRAM DATA

SCREENING AND PLACEMENT

127 screened

106 enrolled

21 referred to other programs

- 1 Alemany Adult School
- 5 Chinatown English Language Center
- 5 Commodore Stockton Adult School
- 7 Cumberland Adult School
- 1 Galileo Adult School
- 2 International Institute

ATTRITION

43 left during school year

- 15 child care problems
- 5 conflicting work schedules
- 9 found jobs
- 3 health problems
- 10 transferred to other programs
- 1 other

PARTICIPANT BACKGROUND INFORMATION

34	men participants	45	mean age
72	women participants	34	mean age

Countries of Origin		Languages or Dialects Spoken	
2	Brazil (Japanese)	65	Cantonese
7	Burma (Chinese)	6	Mandarin
88	Hong Kong	27	Toyshanese
3	Japan	5	Japanese
6	Taiwan	3	other

COUNSELING AND REFERRALS

216 requests filled for information and help

Number	Type of Help/Referral
83	other ESL classes
36	other education
23	employment
6	housing
6	immigration
1	other legal
24	medical
4	public assistance
2	social security
17	transportation
4	other

INSTRUCTIONAL PROGRESS

Group	Time of Attendance	Active Enrollment
I	M - Th 9:30 a.m. - 12:00 a.m.	12
II	M - Th 9:30 a.m. - 12:00 a.m.	14
III	M - Th 9:30 a.m. - 12:00 a.m.	7
IV	M - Th 1:00 p.m. - 3:00 p.m.	5
V	M - Th 7:00 p.m. - 9:00 p.m.	16
VI	M - Th 7:00 p.m. - 9:00 p.m.	9

ESL PLACEMENT TEST

Placement Guide

Two and Three correct answers - Level 1

Four and Five correct answers - Level 2

Six and Seven correct answers - Level 3

Eight or more - Level 4

1. What's your name?
2. Where do you live?
3. Picture 1

   What's the girl doing?
4. What country are you from?
5. Picture 2

   How did you come to the United States?
6. Picture 1

   Name four things you see in the picture.
7. How long have you lived in San Francisco?
8. How do you think that pollution can be controlled?
9. What would you do if someone gave you $100?
10. What does "not for internal use" on a bottle mean?

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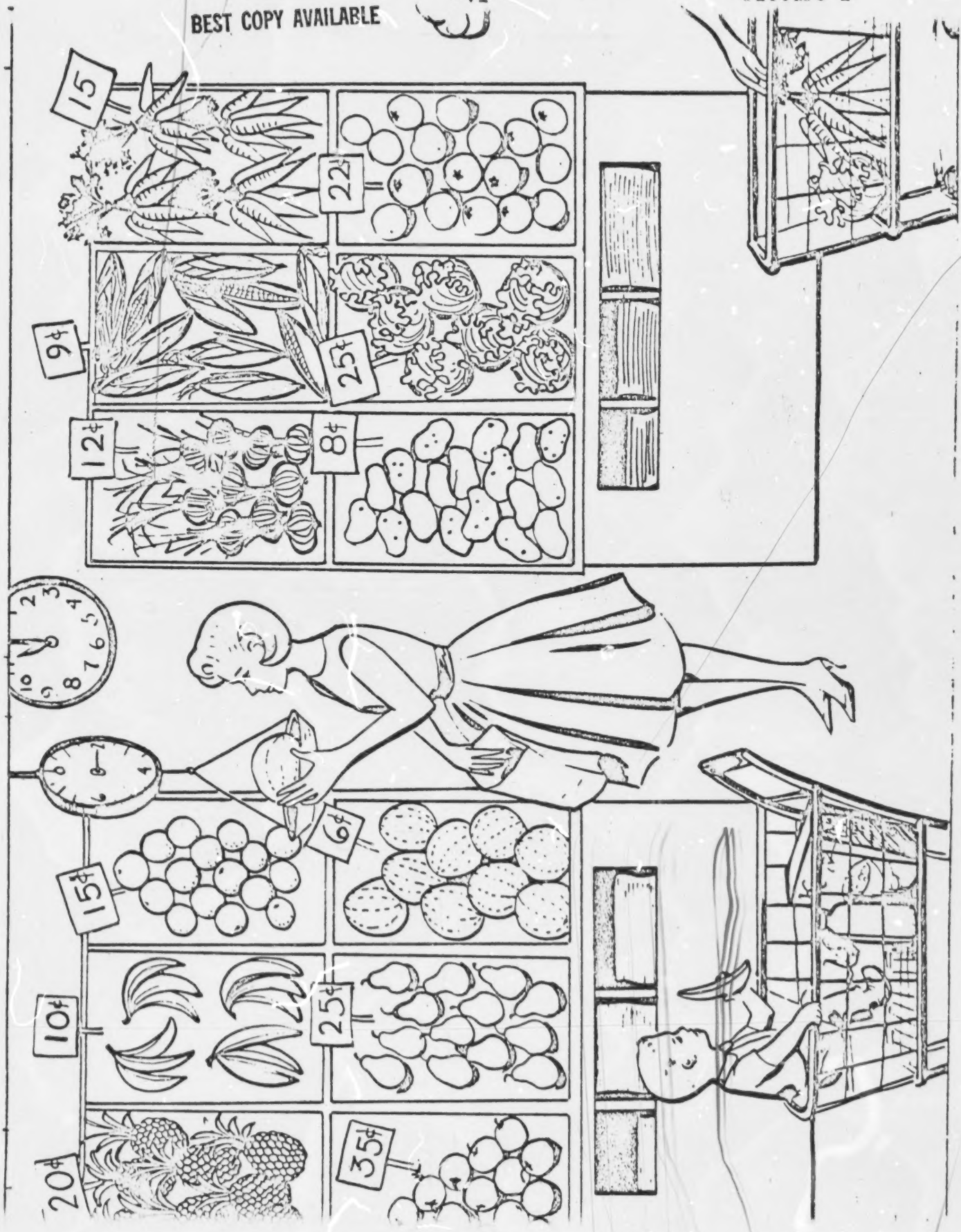
Picture 1



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I. Entry

The point of instructional entry for all Newcomer Parents will be the Personal Information Unit. This unit can be on a very individual (1:1) or small group (15) basis and can accommodate a continual influx of new participants. It's time duration for completion will be an average of 30 hours.

This unit will accomplish the following:

1. establish the learner's identity in English
2. provide an introduction to the program
3. act as a holding unit until a Cycle I group begins a new Mini-Unit.

II. Cycle I (entry level of Mini-Units)

After the Personal Information Mini-Unit is completed, the participant will enter a Cycle I group that is beginning a new unit. Each Mini-Unit will be self-supporting in that the basic structures will be used that accommodate the semantical category of the Mini-Unit. Transference will take place from previous unit, but it will not be a prerequisite for understanding the unit at hand. In other words, a new participant coming in at this time will be on equal footing in the unit.

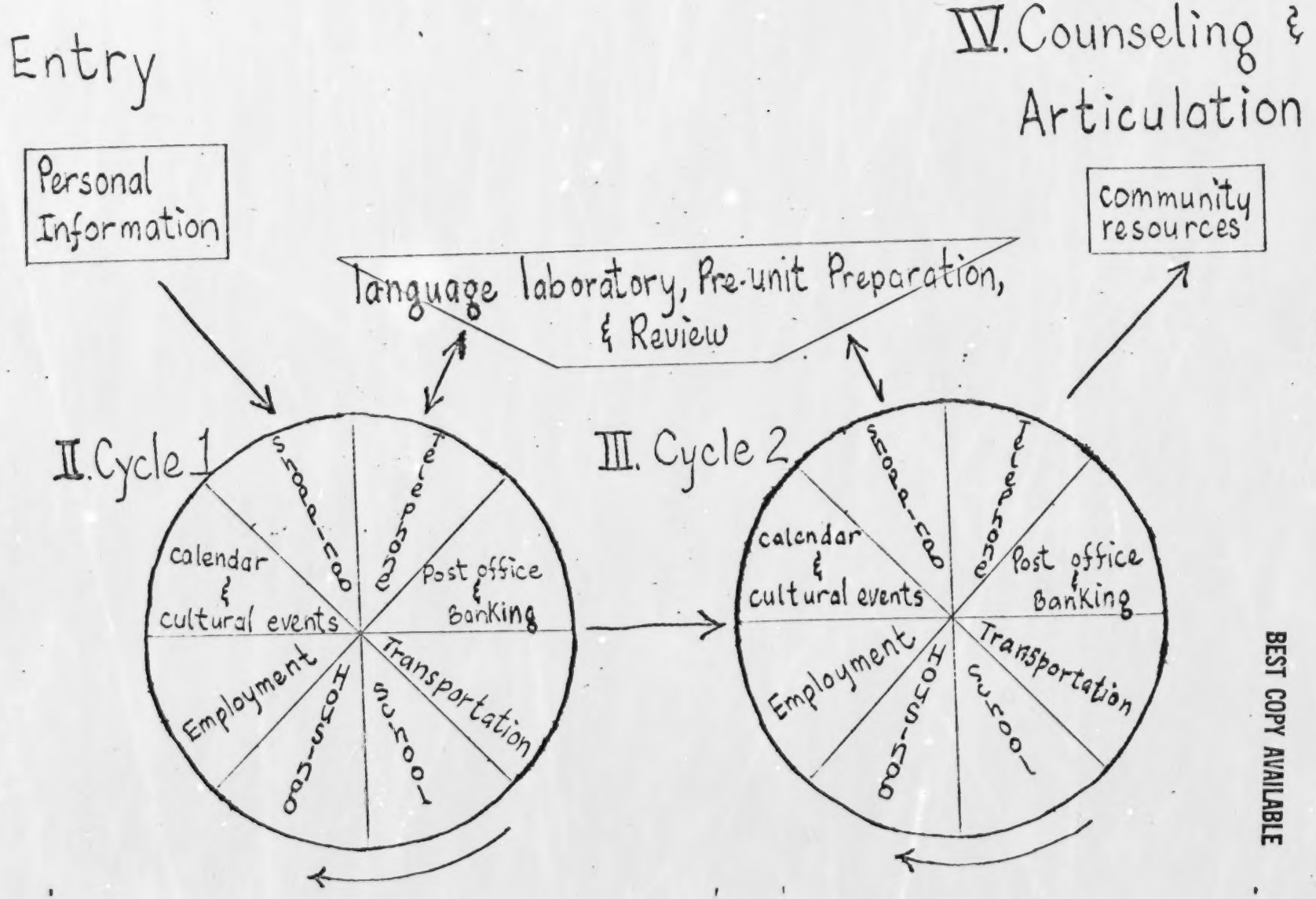
III. Cycle II (expansion and enrichment of Mini-Unit)

When the participant completes Cycle I, he then may enter Cycle II directly or enter a review or preparatory stage until a new Mini-Unit in cycle is being started. As the name implies, this cycle will re-enter the topics covered in Cycle I (i.e., shipping, telephone, etc.) and will accelerate the participant's control of English structures and increase both his subject matter, vocabulary, and understanding of cultural differences in perspective. Again, each unit will be self-supporting allowing for entrance of new participants into the class at the beginning of any unit.

IV. Counseling and Articulation

With the completion of Cycle II, the participant will have individual counseling in order that all his options for further education and training are made clear. When the participant makes his choice, he will be given the necessary information and direction for placement in either Level 200 E.S.L. with the community college program, H.R.D. sponsored training program, (C.E.P., M.D.T.A.), local union programs, etc.

Program Operation Model



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SHOPPING QUESTIONNAIRE

For the last month we have been working on the shopping mini-unit. In order to make this unit even more useful for the next group of parents, we ask you to fill out the following form.

I. A. I already knew the vocabulary
B. I learned a few new words
C. I learned many new words
D. I learned too many new words(I forgot them)
E. I didn't learn enough new words

(only check 1 for each)

	A	B	C	D	E
1. Shopping for food	_	_	_	_	_
2. Shopping for cleaning supplies	_	_	_	_	_
3. Shopping for clothing	_	_	_	_	_

II. Concerning the English names for each of the following areas, what would you say.

A. I know now but don't use
B. I know now and use sometimes
C. I don't know but want to review
D. I don't know and don't need to use

(check only one for each number)

	A	B	C	D
1. money	_	_	_	_
2. weights and measurements	_	_	_	_
3. cleaning supplies	_	_	_	_
4. clothing	_	_	_	_
5. fruits and vegetables	_	_	_	_
6. meat and dairy	_	_	_	_
7. fish and poultry	_	_	_	_
8. cans and boxes	_	_	_	_
9. bathroom	_	_	_	_
10. kitchen	_	_	_	_

III. Which methods for teaching this unit helped you to learn English?

(check more than one)

1. Listen and repeat drills
2. conversation with teachers "What did you do?"
3. trip to Safeway
4. trip to Ghiradelli Square
5. Holding and seeing the objects in class
6. physical actions like measuring the dummy
7. actually eating some of the food
8. learning the Shopping Song
9. Audio flash card machine
10. video tape on television
11. homestudy papers
12. telling a story of trip to Ghiradelli Square

IV. How did you find the following discussions

	A	B	C	D
1. size	_	_	_	_
2. care and fabrics	_	_	_	_
3. Officer Donald Tong talk on shoplifting	_	_	_	_
4. comparative shopping, i.e. saving money tips	_	_	_	_

A. very useful and interesting
B. useful and interesting
C. not useful but interesting
D. not useful and not interesting

V. Do you think it is important to tell us your opinions?

Yes _____
No _____ Why_____

VI. What was not taught about shopping that you would like to know?

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D
C
B
A

我現在會說這個不使用
我現在會說這個但不常使用
我不會說這個但知道意思
我不會說這個也不知道意思

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你認為下列的討論中何者
A. 未來及其發展方法
B. 過去與現在的簡明討論
C. 多比較優缺點，多提合法

很常用及有興趣
很常用及有興趣
沒有用但有興趣
沒有用及沒有興趣

你認為你來自已的英文寫作有何
你認為 [ ][ ] 的什麼

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EVALUATION PROPOSAL FOR
ASIAN NEWCOMER PARENT PROGRAM
(1972-1973)

In order that a unique program such as the Asian Newcomer Parent Program can be adequately evaluated, the following evaluation activities are suggested:

1. discussion by evaluator with staff as to the consistency of stated goals, objectives, and activities

2. the development of an activities checklist to verify that those activities are indeed being carried out

3. the development of an instrument to assess the adult learner's reasons for attending the Asian Newcomer Parent Program

4. the development of an instrument to see if the adult learner feels his reasons for attending have been accomplished

5. the development of an instrument to assess the learner's attitudes towards the Asian Newcomer Parent Program

6. the development of an instrument to assess the adult learner's awareness of his children's school

7. the development of an instrument to assess the adult learner's children's concepts of help received from their parents

8. the development of an instrument to assess if there is any measur able change in the adult learner's approach to the community

Activity #1 shall take place before the beginning of the school year. Activity #2 will be done by the evaluator, but the list should be used by the staff as part of its implementation evaluation. Activity #3 shall be given at the start of the school year. Activities #4, #5, #6, #7, and #8 will be given at the end of the school year. An attempt will be made to correlate the findings of activities #6 and #7.

All instruments will be developed by the evaluator EXCEPT the one mentioned in activity #8. Here, the evaluator will help in the development of the instrument, but he will not be ultimately responsible for c ompleting the whole instrument.

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The evaluator will be responsible, also, for the compiling, analyzing, and writing up of data related ONLY to the eight activities previously mentioned. The administration and translation of instruments into Chinese (if need be) will be the responsibility of the Asian Newcomer Parent Program staff.

It only remains to be said that the measurement of cognitive benefits be done by the Asian Newcomer Parent Program staff as part of its continuous task of setting up and verifying measurable objectives.

The contents of this proposal shall be final unless there is agreement among all parties to specified changes, and only then upon writing.

John B. Lum

John B. Lum, Ph.D. (evaluator)

May 29, 1972

IMPLEMENTATION EVALUATION CHECKLIST FOR
ASIAN NEWCOMER PARENT PROGRAM

	YES	NO
GOAL I. TO PROVIDE COUNSELING SERVICES		
Objectives.		
a. screen participants for background information	✓	—
b. recommend programs	✓	—
c. assist parents with parent-teacher conferences	✓	—
d. referral system to other needed agencies	✓	—
e. terminal program counseling	✓	—
GOAL II. TO PROVIDE IMMEDIATELY USEFUL ENGLISH TO NEWLY IMMIGRATED FAMILIES		
Objectives.		
a. to construction a sequential curriculum	✓	—
b. to construct mini-units	✓	—
c. to construct field experience packets	✓	—
d. to construct bilingual/cultural notes affecting the learning of English	✓	—
e. student evaluation of mini-units	✓	—
f. evaluation of student progress	✓	—
GOAL III. TO DEVELOP NEW TEACHING TECHNIQUES FOR THE MINI-UNITS		
Objectives.		
a. team approach in developing mini-units	✓	—
b. regular liaison meetings with Chinese Education Center to establish family approach to education	✓	—
GOAL IV. DISSEMINATION		
Objectives.		
a. quarterly report to San Francisco Community College	✓	—
b. mailing list developed	✓	—
c. report to Office of Education annually	✓	—
GOAL V. PROGRAM EVALUATION		
Objectives.		
a. independent and external evaluation	✓	—
b. measurement of individual progress	✓	—

ASIAN NEWCOMER PARENT PROGRAM

END OF THE YEAR INTERVIEW

Length of time in program _____ weeks / months

Mini-units finished: P.I. Transp. Tele. Shop.
Hous. P.O. Bank.
Empl. Sch. Health

Plans for the summer:

Self:

Children:

Plans for the fall:

Test score:

Teacher assessments:

Parent evaluation of program: What was learned that was useful or not useful

What else could we have included.

THE ASIAN NEWCOMER PARENT PROGRAM: AN EX POST FACTO ASSESSMENT

This evaluation of the Asian Newcomer Parent Program (ANPP) is not of an experimental nature. It is, rather, an implementation evaluation. That is, this evaluation will attempt to point out differences between stated purposes and actual performance, and to ascertain if certain specified activities are being carried out. All points assessed are based on the Education Center for Chinese (ECC) Chinese Education Center's (CEC) Statement of Work (addendum to proposal) and the Goals flier provided by the Asian Newcomer Parent Program.

Summative information will be left to the main body of this report, of which this evaluation is only one section.

Findings and Recommendations. The ANPP is unique in that its purposes were to provide a program for adults similar to the one offered to their children at the Chinese Education Center, and a unique curricular program. As will be more specifically shown, these two purposes have generally been met. First, though, mention should be made that the goals and objectives developed by the ANPP (see goals and objectives checklist in Appendix) are externally and internally consistent. Externally, they are consistent with the purposes named above. Internally, they complement each other. All parts neatly fit. The ANPP is to be commended on these external and internal consistencies. Discrepencies between stated purposes, on the one hand, and written goals and objectives, on the other, are, by no means, rare. For the ANPP to avoid this weakness from the beginning is a sign of clear design.

The ANPP is similar to the CEC in that immigrant parents receive similar screening, referring, and education services that their children do. Of course, the parents do not learn all the subjects that their children do, but they do learn about basic topics necessary for their comfortable survival in America, just as their children do (e.g., shopping, transportation, telephone, etc.).

It is recommended that the ANPP further strengthen itself by devoting more attention to helping parents help and understand their children better, especially as the help relates to their children's education. Specifically, ANPP parents need to be particularly aware of their children's school, teachers, programs, school needs, and teachers' expectations. As ANPP parents may happen to study some of the same things their children do, the tie-up with their children's education program should be more strongly emphasized.

The ANPP had originally planned and developed lessons so that one topic would be linguistically more difficult than the previous one. It was found, however, that it would be more flexible and effective to develop all lessons and topics with varying levels of difficulty. Thus, a parent can now take whatever lesson he wants, at whichever level he feels most comfortable, and whenever he finds it convenient. Previously, he was forced to take a whole sequence of lessons and topics, whether or not it suited him. The ANPP is to be complimented again for its flexibility in revising plans that would more ensure parent success.

The team approach to curriculum development, including parents and staff, seems to make parents aware that education is not a one-way street, as it was for them in the old country. This awareness of the experimental level is important, for it will make them more aware of the type of education their children may be receiving here in America. Educationally sound, also, is the ANPP making it possible for parents to have color-coded copies of all Mini-Units that they, as team members, have produced.

From random observations, ANPP personnel seem proficient at outlining and discussing unique ethnic considerations as they occur. Regardless of the lesson, whenever parents had questions as to why things were one way in America instead of another, answers were forthcoming, without any one-way preaching, with parents and ANPP staff discussing salient points (e.g., in America , teachers are not gods; or one should not be overly humble). All this discussion, of course, reflects on the fine staff selection made by the ANPP management.

Mention must be made of the degree of individualization made possible by the ANPP. Parents are able to pick and choose which units, levels of instruction, and instructional methods or instruments they want. It is gratifying to see that parents are treated as the mature persons that they are, and to see that there is sufficient flexibility and individualization so that individual differences are accommodated.

It remains to be said that the ANPP can better show its fine inputs and outputs by setting up simple logs to keep track of the many things it is doing. For instance, the ANPP should set up a simple log of who took which topic and at which level of difficulty. Or it can develop a log to act as a summative device of people screened and numbers of referrals made. Without summative logs, one would be hard put to show that outputs have taken place.

The enclosed checklist that follows, besides enabling one to see consistencies and sequences, enables one to see if certain specified activities are being carried out. It does not show the degree to which these activities are being carried out, because this checklist and evaluation took place after the first year's program was completed. In the next funding year, efforts will be made to overcome this difficulty.

In summary, it can be said that the ANPP has accomplished what it had set out to do.

John B. Lum, Ph.D.
June 21, 1972

ASIAN NEWCOMER PARENT PROGRAM

PARENT PARTICIPANT RECORD

Placement Level: _____ Date entered: _____

Assigned to: _____ Date left: _____

Attendance: _____ days _____ time Reason: _____

Referred to: _____

PERSONAL INFORMATION

Mr.
Mrs. _____ _____
last first middle maiden Chinese or native

Address: _____ _____
No. and Street City Zip Phone

Birthdate: _____ Birthplace: _____

Social Security Number: _____ Native Dialect: _____

Where from: _____ When: _____

In U.S. : _____ In S.F.: _____ other U.S. cities: _____

Marital status: _____ Immigration status: _____

Occupation: _____ Where employed: _____

Former Occupation: _____ Full time: ____

Part time: ____

Spouse's occupation: _____ Where employed: _____

Spouse's former occupation: _____

Income: Monthly gross: _____ or net: _____

No. of children: ____ Name_____ Age____ School_____

_____ ____ _____

_____ ____ _____

_____ ____ _____

_____ ____ _____

EDUCATIONAL INFORMATION

Years completed (circle one) 1 2 3 4 5 6 7 8 9 10 11 12

Where completed: _____ ESL out of U.S.: _____ years

Attended ESL classes in U.S.: _____ where _____ when

Attended other educational or training programs in U.S.:

_____ where _____ when

Reason for attending ANPP: _____

Future educational plans: _____

Referral source: _____

ASIAN NEWCOMER PARENT PROGRAM

Date: _____ Staff: _____

Type of contact
_____ telephone
_____ drop in
_____ letter

Name: _____
last first

Source of Referral

ANPP? _____

_____

_____

Description of request or problem:

Problem
_____other ESL classes
_____other education
_____employment
_____housing
_____immigration
_____other legal
_____medical
_____public assistance
_____social security
_____transportation
_____other: _____

Follow up and results:

Direct service
_____make phone call
_____write letter
_____translate for
_____personal
_____ school
_____government
_____other:_____

Fill Form For
_____school
_____government
_____employment
_____medical
_____other: _____

Disposition:
_____ CCD _____
_____ ELC school
_____ CNSC
_____ HRD
_____ Legal Assistance
_____ NEMS
_____ NEHC
_____ Social Security
_____ other: _____

San Francisco ESL Master Plan Level 100 Course Content	ANPP Mini-Units
Basic Information about Self and Family Members Name, sex, age, address, telephone number, marital status, number of dependents, where from, etc., common parts of body, illnesses	PERSONAL INFORMATION* Employment Health
Greetings, Leave Taking, Idiomatic Expressions	TRANSPORTATION Employment Telephone
Introductions	PERSONAL INFORMATION
Emergency Services Signs, police, fire, hospitals, ambulance, doctor, poison control, medical symptoms	TELEPHONE Employment Health
Other Community Services	COMMUNITY RESOURCES
Common Countries, Nationalities and Geographic Names	PERSONAL INFORMATION Transportation Employment Telephone

*Capitals indicate which Mini-Unit has dealt with the content most

Recreation Activities	Covered throughout the year and not designated to any specific Mini-Unit.
Sports, dancing, listening to music, etc.	
Time, Transportation and Communication	
Holidays	Cultural/Calendar Events
Dates, days of the week	TRANSPORTATION
Months of the year	PERSONAL DATA
Seasons	Telephone
Schedules and telling time	TRANSPORTATION
Places in the community	TRANSPORTATION
	Community Resources
Directions and telephone calling procedures	TELEPHONE
	Employment
	Transportation
Maps	TRANSPORTATION
	Personal Information
	Telephone
Consumer Education	SHOPPING
Money, coins, shopping arithmetic	Banking
Numbers cardinal to 1,000 - ordinal to 100	Post Office
Common foods	
Articles of clothing	
Colors, sizes, shapes, and measures	

Housing and Offices Flats, apartments, houses, buildings Names of rooms, floors and furniture and furnishings	HOUSING
Meals Lunch, breakfast, dinner and dinnerware	HOUSING Employment Health
Common Animals and Flowers	Covered throughout the year when need arises
Simple Test Taking	Initial registration ESL placement EPT at the end of the year
Application Forms	PERSONAL DATA Employment Post Office Banking

CONTENTS OF PERSONAL INFORMATION UNIT

UNIT 1

What's your	name ?		his
	address		her
	phone number		

My	name	's _____.	his
	address		her
	phone number		

Where	were you born?		was he
When			she

I was born in _____.

What's your	birthplace	?	(place of birth) *
	birthdate		(date of birth)

* recognition vs. production

PERSONAL INFORMATION

Chinese Dialogue		Translated Chinese Order	American Order
叫什麼名字? 叫林炳昌. (姓) (名)		What's your name? My name is Lim Ping Chong. (last) (first)	What's your name? My name is Ping Chong Lim. (first) (last)
在那裏住? 住在美国. 州.三藩市. 板街,一零四二号. 樓,四零二室.	(country, state, city, street, street no. floor, room)	What's your address? My address is America, California, San Francisco, Grant Ave., No. 1042, 4th. Floor, Rm 402.	What's your address? My address is 1042 Grant Ave., Rm 1042, San Francisco, California, U.S.A.
的電話号碼呢? 的電話号碼是 四二一零九四.		What's your phone number? My phone number is (K) 421094 (6 digits) (spoken not dialed)	What's your phone number? My phone number is 421-0943 (7 digits)
在那裏出世? 在中国廣東省 山縣,水步墟, 鄉,上蓼塘村出世.	(country, state, county, city, district, village)	Where were you born? I was China, Kwong Tung, Toy Shan, Shiu Po, Tai Ling, Sheung Liu Tong born.	Where were you born? I was born in Kwong Tung, China.
幾時出世? 是一九三八年十一月卅日 世.	(year, month, date)	When were you born? I was 1938, November 30 born.	When were you born? I was born on November 30, 1938.

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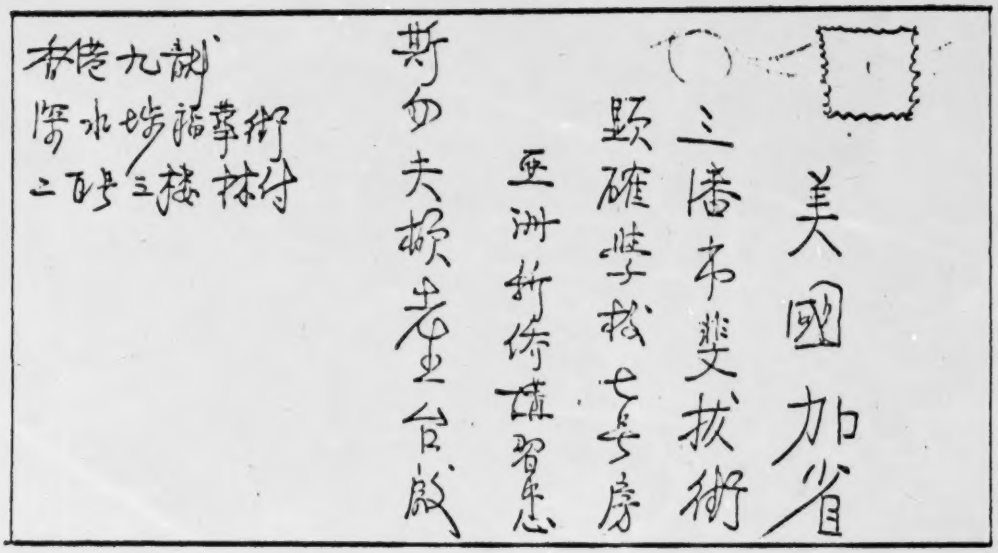
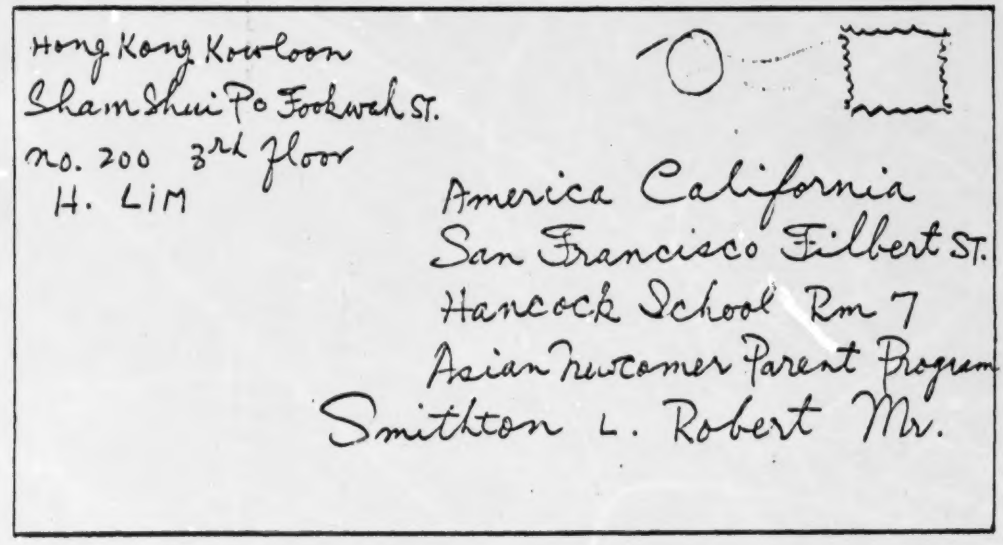


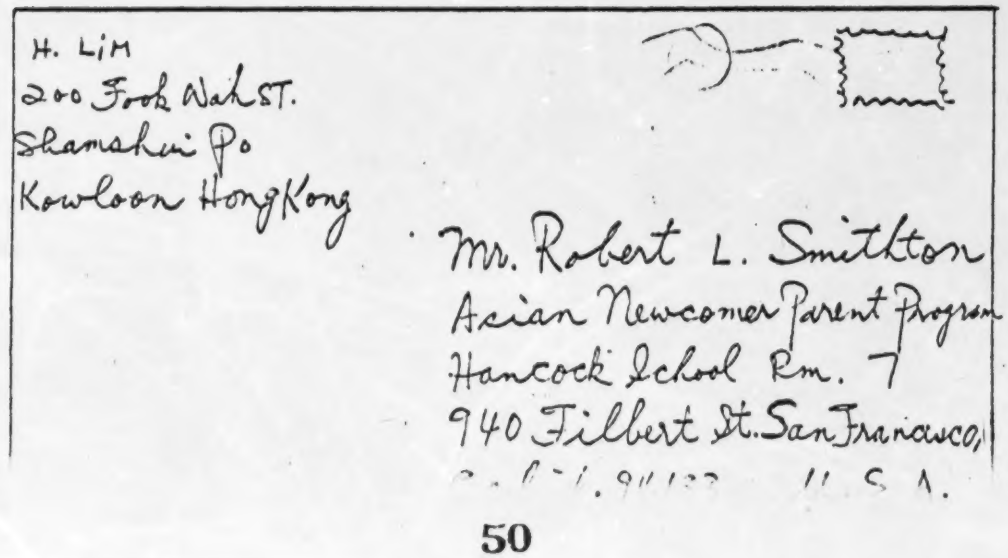
美國加省
三藩市斐拔街
點確學校七樓房
亞洲新僑習慧
斯如夫板老台啟

林陸九謝
荷水埗福華街
二百号三樓林分



America California
San Francisco Filbert ST.
Hancock School Rm 7
Asian Newcomer Parent Program
Smithton L. Robert Mr.

Hong Kong Kowloon
Sham Shui Po Fookwah ST.
no. 200 3rd floor
H. LIM



Mr. Robert L. Smithton
Asian Newcomer Parent Program
Hancock School Rm. 7
940 Filbert St. San Francisco,
C. A. 94133 U. S. A.

H. LIM
200 Fook Wah ST.
Shamshui Po
Kowloon HongKong

UNIT 2

What's your social security card number? his / her

What's your green card number? his / her

What's your height? his / her

What's your weight? his / her

What's your | husband's / wife's / son's / daughter's | name? his / her

UNIT 3

What's	your	first		name?	his
		last			her
		middle		(I have no middle name)*	
		full	(Mr. Ms. Mrs. Miss)		

My maiden name is _____.

How old are you? is he she

I'm _____. He's ____ She's ____

{What's your age? (recognition)} **

* Chinese have no middle names.

** Older Chinese may have inflated age, minimum one extra year, maximum two extra years.

UNIT 5

How many | children do you have?
| sons
| daughters
| brothers
| sisters

Write your name. address phone number

What did you do? he
she

I wrote my | name . he - his
| address she - her
| phone number

Sample Inverted Word Order Drills for This Unit

Is your name _____? his
her

Yes, it is.

No, it isn't.